

Grade 6 Writing Scoring Rubric

Tier 3

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<u>Organization</u> – The essay addresses a specified topic and is organized to describe two opposing conditions (e.g., compare/contrast).	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that presents the two opposing conditions <input type="checkbox"/> a body that includes: <ul style="list-style-type: none"> ○ one activity common to both conditions ○ one activity related to each of the two opposing conditions <input type="checkbox"/> a conclusion that states the two opposing conditions 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that presents the topic <input type="checkbox"/> a body that includes: <ul style="list-style-type: none"> ○ one activity common to both conditions ○ one activity related to one of the two opposing conditions <input type="checkbox"/> a conclusion that states the topic 	The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, compare/contrast relationship, or conclusion).	There is no evidence of organization or the evidence is off topic.
<u>Idea Development</u> – The essay develops a topic, includes relevant facts and details, to promote meaning and create clarity.	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> one activity related to both conditions with a relevant detail <input type="checkbox"/> one activity related to each of the two opposing conditions, each with relevant details 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two activities with relevant details 	The essay includes at a minimum an activity or a detail that describes an activity.	There is no evidence of idea development or the evidence is off topic.
<u>Conventions</u> – Students use standard English conventions (subject-verb agreement).	<p>The essay includes more than one sentence and at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of the majority of thought units <input type="checkbox"/> end punctuation for the majority of thought units <input type="checkbox"/> one complete sentence that expresses an idea with subject/verb agreement Ex: “<u>T</u>he dog runs.” 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> capitalization to begin one thought unit <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with subject/verb agreement 	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 6 Writing Scoring Rubric

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<u>Organization</u> – The essay addresses a specified topic and is organized to describe two opposing conditions (e.g., compare/contrast).	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states the essay is about two opposing conditions <input type="checkbox"/> a body that includes: <ul style="list-style-type: none"> ○ one activity for each of the two opposing conditions; and ○ one activity common to both conditions <input type="checkbox"/> a conclusion that states two opposing conditions or summarizes the content 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states one activity or topic <input type="checkbox"/> a body that relates two conditions with activities <input type="checkbox"/> a conclusion that states an activity or the topic 	<p>The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, compare/contrast relationship, or conclusion).</p>	<p>There is no evidence of organization or the evidence is off topic.</p>
<u>Idea Development</u> – The essay develops a topic, includes relevant facts and details to promote meaning and create clarity.	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> three activities, each with relevant details (the same detail may be used for all activities if relevant to each) 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> one activity with a relevant detail 	<p>The essay includes at a minimum a detail that describes an activity.</p>	<p>There is no evidence of idea development or the evidence is off topic.</p>
<u>Conventions</u> – Students use standard English conventions (subject-verb agreement).	<p>The essay includes more than one sentence and at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one complete sentence that expresses an idea with subject/verb agreement Ex: “The dog runs.” 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with or without subject/verb agreement 	<p>The essay includes at a minimum one use of Standard English conventions.</p>	<p>There is no evidence of Standard English conventions.</p>